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The Prairie View Standard - January 1933

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College, Prairie View State Normal and Industrial, "The Prairie View Standard Vol. XXIV No. 6 - 1933-01" (1933). The Prairie View Standard Newspapers. 37.

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The Prairie View Standard

VOL. XXIV. Prairie View State Normal and Industrial College, Prairie View, Texas, January 1933. No. 6.

MR. THORNTON M. FAIRCHILD

Mr. Thornton M. Fairchild was born in Houston, Texas, December 14, 1875, the son of Mr. Robert and Mrs. Amanda Fairchild. He attended and finished public schools of Houston, Texas, and was graduated from Prairie View State College in 1893. After teaching a while he was made Principal of the High School at Navosota, Texas, where he remained until 1900. He was married to Miss Mamie E. Howard, of San Antonio, Texas. Mr. Fairchild entered railway mail service in 1900, and served as clerk until 1911, when he resigned to organize the Jones & Fairchild Realty Company. In 1915 he organized the Fairchild Undertaking Company, giving full time employment to seven and part time employment to four persons.



Mr. Fairchild is the founder of the Watchtower Mutual Life Insurance Company, which now employs approximately sixty persons, including agents, medical examiners, and employees in the branch and home offices. Mr. Fairchild is not only a business man, decidedly honest, with superior executive ability, but he is also deeply interested in the civic and social affairs of his people. He is a member of the Committee of Management of the Young Men's Christian Association, Trustee of Trinity Episcopal Church, and member of the Omega Psi Fraternity.

PRESIDENT CALVIN COOLIDGE

The death of former president, Calvin Coolidge, at Northampton, Mass., January 5, put the world in mourning.

His steady and consistent record of high honor and achievement places him in front rank with the great of all time,

In honor of the distinguished dead, the college flag was lowered half mast. The former president was buried in the granite hills of Plymouth, Vermont, where he was born, beside his illustrious father.

MISS MABEL CARNEY, COLUMBIA UNIVERSITY, LECTURES AT PRAIRIE VIEW STATE COLLEGE

Miss Mabel Carney, Associate Professor of Rural Education, Columbia University, was greeted at Prairie View State College during her recent tour of the south. She made three addresses at the college, to the faculty, the cabinet, and the student body, and held conferences with directors and professors. Miss Carney was introduced preceding her address in the auditorium by Prof. G. T. Bludworth, Special Rural School Supervisor, State Department of Education, Austin, Texas.

In all addresses Miss Carney was intensely interested in rural life. She insisted that schools and colleges should function closely in the life and work of the people, that college graduates have great opportunities to render an invaluable service even to the men, women and children down on the farm.

Giving impressions gained in her recent visits in twelve states, Miss Carney commended the progress made in Negro education during the last ten years and pointed to the outstanding race leadership which had been developed during the same period. She deplored the tendency of agricultural colleges toward the liberal arts, saying they were neglecting the poor and needy in the rural sections.

Miss Carney stressed the need for better teachers for the elementary grades. She believed that colleges should offer such courses in elementary education as would better serve the great majority of our scholastic enrollment and our rural population.

In speaking of Prairie View State Normal and Industrial College, among other things Miss Carney said: "Of the Negro colleges I have visited I believe that you here at Prairie View are closer to real life situations than any of the other A. and M. Colleges. There is more initiative, more freedom and originality. This may be due in part to your location out here on the Prairie, but I also think it is due in large part to the able administration of your Principal."

Miss Carney especially commended the work of Dr. E. B. Evans at the Veterinary Hospital and the Conference on Education for Negroes in Texas, organized by Principal W. R. Banks, as one of the greatest influences for better schools and better relations between the races.

"Here at Prairie View you should make a great contribution to your state," Miss Carney said. "Rural life still has its advantages. I would suggest that colleges of the south fix attention toward developing rural life so that living conditions on the farms shall be prosperous, contented, peaceable and happy."

NEGRO LEADERS TALK BUSINESS AT PRAIRIE VIEW STATE COLLEGE

Mr. Charles Shaw, representative of the Watchtower Mutual Life Insurance Company, addressed the faculty of Prairie View State Normal and Industrial College in their recent monthly session. He was introduced by Principal W. R. Banks.

Mr. Shaw used for his subject the phrase, "Taking Stock". Among other things he said the race lacked co-operation and confidence in places where it is desired and expected. He urged the appreciation and patronage of Negroes in business, emphasizing that by so doing other jobs and positions would be opened to young men and women graduating from the schools and colleges. He said there were fifty Negro insurance companies and that only three had failed disastrously.

Following Mr. Shaw, Representative Simpkins spoke to the students and teachers in the auditorium. His address was along the same lines as that of Mr. Shaw. He was given unbroken attention throughout his address. On the campus also was Mr. Hobart T. Taylor, representative of the Watchtower Mutual Life Insurance Company, meeting and making friends and talking insurance.

The closing address for the week was made by Mr. C. W. Rice, President of the Texas Negro Business and Laboring Men's Association. He was presented by Professor W. R. Harrison.

Mr. Rice spoke more than one hour, talking on the subject of "The Present Economic Situation as it affects the Negro". By statistical analysis Mr. Rice showed the cause and effects of the present economic crisis. He stood hard and fast against the dole system and said what the unemployed needed was not charity but jobs, and urged the race to seek other lines of business and employment than teaching. To cure the present economic ills now affecting the world, Mr. Rice said, there must be employment, the revaluation of the dollar, a market for our products, and a common interest, intrastate, interstate and national. Mr. Rice was followed word by word and was given an ovation at the close of his statesmanic address.

THE 1932 FOOTBALL SEASON

By Mr. Roby W. Hilliard

Head Coach Sam Taylor, and his very competent assistants: Southern, Booker, and Dabney, have just completed one of the most successful seasons in Prairie View's football history. The statement seems rather exaggerating when we think of the fact that the Panthers ended third place in the Southwest conference. You might also remember that we lost two games and tied two this season and that we lost only one last season. The 1931 season gave us our first championship. Since we are dwelling in the 1931 season let's not forget that the Taylormen, captained by the well known Milton Sanders, handed Wiley a 20-0 drubbing at Fair Park Stadium in Dallas.

Now for the "long to be remembered" 1932 season—We opened with a light, green team and immediately

suffered some set backs. The scribes predicted that the game with Bishop College would be anything but close because Bishop defeated Arkansas State 21-0 and Prairie View and Arkansas State had played to a 0-0 tie. The coaching staff said naught and worked hard. When the clouds were cleared away on that beautiful Home Coming Day the scoreboard read: Prairie View 23, Bishop 0. Then the dopesters went further to say that there would be a grand slaughter down in Houston New Year's Day. Just as the Tigers had crushed the Panther's aspirations for National Championship honors in 1931 the Panthers in turn did the same for the Tigers in 1932 with a sound 14-0 defeat. Coaches Abbott and Taylor have high regards for each other and when they meet anything may happen.

Before we change the subject let us consider the human side of the news:

1. The Wednesday and Thursday nights before the Tuskegee and Prairie View game Coach Taylor talked with his quarter backs, (Hulen Smith, and Malcolm Ashford) until past midnight.

2. The night before the game Coach Taylor could not sleep. He frequently got up and walked the floor (Don't mention this, it is a tip from Mrs. Taylor and was not intended for publication.)

3. The Panthers were quite sure of themselves before the game. The only fear that they had seemed to have been the possibility of a blinding rain.

4. While the team was traveling to Houston, via buss, not one word was said about the game, The buss was filled with just a jolly group of fellows.

5. When Tuskegee made her third touchdown against Prairie View in 1931, Coach Taylor mumbled: "I'll beat Tuskegee before I leave Texas."

* * * *

We are losing four men by graduation this year. They are: Captain Charles Thomas, Hulen Smith, Walter Riley, all of Houston, and Sylvester Sampson, of Giddings.

* * * *

Captain Thomas played with Jack Yates High two years before entering Prairie View. He played four years here lettering three. He was named All-American guard one year, and All-Conference two years. Captain Thomas was all that a coach could hope for a good captain to be.

* * * *

Hulen Smith played two years with Jack Yates High and four years in Prairie View. He lettered three of these years and played center, end, half-back, full-back and quarterback. As you see any Coach would be proud of Smith.

* * * *

Walter Riley who had the same high school and college record as the other two, is one of Prairie View's best All-Time Guards. He made All-Conference three years.

* * * *

Sylvester Sampson, hails from Giddings, Texas. He played tackle and guard, having lettered three years with a playing record of four. He held up for his name SAMPSON.

DR. SUTTON E. GRIGGS

The Standard was shocked on receiving intelligence of the passing of Dr. Sutton E. Griggs. Just a few days ago he was a caller in our office and was apparently in good health.

Dr. Griggs was a profound thinker, a great minister, author and orator. His life and services were worthy contributions to the race and nation.

The Standard offers consolation to the bereaved throughout the country.

Prof. J. J. Abernathy, reported that in the second effort of Mr. K. Wesley, student of the college, there had been contributed \$117.79. He said the amount raised in the first instance was \$254.00.

Mr. Wesley entered the Baylor hospital in Dallas, to have his limbs straightened. The amount raised was contributed to defray his expenses while confined in the hospital. It is reported that Mr. Wesley had been partially restored to normal conditions, able to walk with crutches.

THE Y's

By Rev. L. C. Phillips, Chaplain

Realizing that:

"The richest lives are those with the widest number of friendly contacts and the greatest variety of associations in the Christian life."

We are attempting to bring to our student body people who are able to share world experiences with them. We have had in our Forums Mr. H. L. Gray, who has spent fourteen years as a missionary in three different countries; Mr. Metefee, a native African, of wide experience and extensive travel; and Sunday, January 8, 1933, Mrs. C. T. Shaedel spoke on her experiences as a missionary in the Belgian Congo, Africa.

Walker Hall has been given to the Y. M. C. A. It is going to be a good beginning for what we hope to have in the near future—a "Y" building with a gymnasium.

PROF. E. A. PALMER BECOMES PRINCIPAL OF SAM SCHWARZ SCHOOL

Prof. E. A. Palmer, has been elected principal of the Sam Schwarz High School, Hempstead, Texas, succeeding Prof. J. H. Richards, deceased.

Prof. Palmer is a graduate of Prairie View State Normal and Industrial College, being awarded the degree of bachelor of science in agriculture. He is regarded as a good disciplinarian and will no doubt prove equal to the tasks before him.

"ANDERSON HALL"

The dormitory now under construction on west Campus has been named "ANDERSON HALL". This name was officially given the dormitory by the Cabinet in its recent administrative session, on the suggestion of Principal W. R. Banks.

The name was given in honor of Prof. L. C. Anderson, Austin, Tex., who served as principal of the college from 1884 to 1896.

ATHLETIC COMMITTEE

To accommodate and entertain Coach Abbott, and the Tigers, of Tuskegee, as well as members of the faculty of Tuskegee Institute, Dr. Edward Bertram Evans, director of athletics, appointed the following committees: Transportation, parade, publicity, reception, entertainment, gate, and housing.

Dr. Evans was given full co-operation by each member on the several committees. Each vied with the other in doing honor to the guests. This was manifestly appreciated and fully reciprocated by Coach Abbott and his entire party.

CHRIST CHILD

The department of music, under the direction of Professor O. Anderson Fuller, Jr., presented the "Christ Child," a cantata in two parts by C. B. Hawley, rendered by the concert choir in the auditorium.

The cantata was witnessed by a large and appreciative audience and was an exhibition of superior training and musical technique.

COMMENCEMENT ADDRESS DELIVERED AT PRAIRIE VIEW STATE COLLEGE

By President Mary E. Branch,
Tillotson, College.

Members of the State Board of Education, Principal and Faculty of Prairie View College, members of the graduating class, students and friends, it is a great honor to be privileged to address this class of hopeful young men and women eager to enter into life and to begin to make their contribution to the welfare of the social group. Doubtless some of you have already met with discouragements in your initial efforts to find a position for which your major training has fitted you. The conditions at home have often been discouraging. For most of you it has been a terrible economic struggle to reach the place you now occupy; to your parents it has been a much worse struggle. The price of your education has been a struggle even to the great State of Texas. Never before have any of us faced conditions as they now exist throughout the entire world. As you are about enter into the realities of life it is well that you try to get a mental prospectus of present conditions which will affect you and modify your reactions to your environment. I wish, however, that you shall be able to see in these conditions more than the blackness which overshadows the whole earth. I wish you to feel a very definite challenge, The Challenge of the Age, calling to each of you to devote his whole being to the task of bringing about a desirable solution of the many vexing present day problems. I wish each of you to gird himself for the economic, social and moral conflict which is ours today. I hope none of you will be unemployed in the strictest sense even for a day. You are very fortunate to be living in an age like this, fortunate if you have really and truly absorbed the great truths of life which have been imparted to you throughout your college years; but you are unfortunate indeed if you are entering upon the stern realities of today half prepared.

(Continued on page 6)

The Prairie View Standard

Published monthly during the school year except July and August by Prairie View State Normal and Industrial College, Prairie View, Texas.

Entered as second-class matter March 2, 1911, at the postoffice at Prairie View, Texas, under the act of March 3, 1879.

W. Rutherford BanksPrincipal
Napoleon B. EdwardExecutive Secretary

Acceptance for mailing at special rates of postage provided for in Section 103, Act of October 3, 1917; authorized July 13, 1918.

SUBSCRIPTION - 50 CENTS PER YEAR

SOME THINGS TO DO IN COLLEGE

If I were to spend four years in college today, these are some of the things I would do:

1. Get my lessons.
2. Attend the "Y", prayer meetings, Sunday services; keep God contact.
3. Read something every day other than my texts.
4. Engage in literary societies and debates.
5. Take part in some form of athletics.
6. Join the choir, glee club, or orchestra.
7. Learn to play some kind of musical instrument.
8. Keep an eye on what is happening in chapel or college assembly room.
9. Get a new idea and a new thought every day.
10. Watch the way people do things.
11. Keep the good will of and in touch with my teachers and faculty members.
12. Keep open eyes, ears, and mind, and talk advisedly.
13. Make a careful selection of my associates.
14. Help keep my surroundings clean and orderly and have an interest in the school's property.
15. Try to find the good in my school, my teachers, and my associates.
16. Practice punctuality.
17. Appreciate the value of time; the use of leisure is an important factor in life making.
18. Put my best into everything I did.
19. Endeavor to be a good and a desirable and a worthy student.
20. Work hard.
21. You could depend on me.

W. R. BANKS, Principal.

On careful reading and study it will be found that the twenty-one suggestions submitted by the Principal contain advices that should be and can be followed by students everywhere. It is for this reason that the Standard reproduces them. If adhered to and followed, the suggestions will not only accentuate good scholarship, but tend unrestrictedly toward good citizenship as well.

YOUR TEETH

By A. K. Smith, A. B., D. D. S.

How often have you heard the expression, "I use to have good teeth, I can't see what has happened to my teeth." The answer to that question is in most cases very simple. No doubt the individual making the above expression has had under his or her care and protection two very insidious and destructive vandals "Neglect and Carelessness." These two have wrought destruction upon priceless treasures of the past ages and have wrecked the health and happiness of millions of humans. Slowly they steal from you your good sound teeth and instead of your mouth being a source of health and happiness it becomes one of disease and worry. Teeth are not simply pegs set in a row destined to distress mankind with their coming and going with an interim of aching for good measure. They are important organs of the body designed for a particular and very important function. They are not a part remote from your body and as a part of your body you owe them cleanliness.

If you are guilty of neglect and carelessness in the care of your teeth and mouth, change your ways at once before it is too late. Your Dentist stands ready to give you scientific sympathetic treatment. He is not a worker of miracles and must have your co-operation. He cannot restore that which neglect and carelessness have been destroying for years, but he can save you much suffering in the future and the loss of the greatest of all possessions—good health. Surely an ounce of prevention now is worth far more than a pound of cure later.

PANTHERS CLOSE WITH PRAISE

The Prairie View Panthers defeating the Tuskegee Tigers, 14-0, at Buffalo Stadium, Houston, Texas, Dec. 30, was the capital climax closing their football career for the year.

In the drama at Houston the Panthers have made signal contributions to the art and science of football. This does not in the least intend to minimize the efficiency of Coach Abbott's Tiger group, but to commend the superior training which the redoubtable Coach Taylor had drilled into the Panther fiber.

Coach Sam Taylor has demonstrated again beyond peradventure that he is one of the militant aces of the stadium, standing head and shoulder with the best football mentors of the country. His creative genius and originalty make him hard to understand and still harder to defeat in battle.

But, neither Coach Taylor, nor the Panthers, could have won the season's laurels without the full co-operation of Dr. Edward B. Evans, athletic director, and Assistant Coaches: J. N. Southern, W. M. Booker, E. L. Dabney and the entire athletic committee. The Standard offers congratulations.

IN MEMORIAM

of
REV. H. C. CLEAVER
Nacogdoches, Texas

(Written by P. E. Walton)

Tuesday evening, (Nov. 22, 1932), after the sun had hidden himself behind the western horizon and the luminaries of the night in their silent, but glorious and beautiful splendor, were sending forth countless millions of radiant beams of light to beautify the night; Rev. H. C. Cleaver crossed the mystic stream of death to occupy a mansion, not made with hands, but, eternal with God in the Heavens.

His passing removes from our midst a landmark, a pioneer and a leader whose place cannot easily be filled. He was wonderfully endowed with sterling qualities that characterize great leaders. He leaves a life of effort and activity that is eminently worthy of emulation.

Personally, I have known him all of my life. There existed an attachment between us that no condition or circumstance could or did ever disturb or sever. From boyhood it was always my heart's delight to listen to his advice and counsel. He was manifestly interested in the development of his race. His contention was that the race's advancement must be made through the thorough preparation and development of its youth.

He played a great part as a leader in this immediate section, saying nothing of the influence of his professional and civic activities throughout this and adjacent counties.

He, it was who had the honor of being the first Negro to open and teach a Negro school in Nacogdoches after the emancipation of the slaves. The cabin in which he taught was on the Banita Creek not very far from the present location of the Southern Pacific Railway station.

White teachers from the North had been furnished by the Federal Bureau of Education prior to his first school.

During the twelve or fourteen years that I was the humble conductor of the Nacogdoches County Colored Teachers' Institute, it was the greatest pleasure to have him meet us and discuss the advancement and outlook of this county and section. He was never too busy to refuse to comply.

To the many teachers who are present to pay their last tribute of respect to this worthy man, let me remind you that as you look upon his remains for the last time, you are bidding farewell to the first member of your race in his county to enter and actively engage in the profession to which you are now dedicating your lives.

As a citizen he was always found in the front ranks of the people striving by example (first) and precept to inspire and direct them to worthwhile effort. He was a firm believer in honest toil. Not only did he believe in honest labor, but he practised it himself. With pride he so often referred to the fact that he had exercised

painstaking care in training all of his children to work. He saw in this training, if properly utilized by them, a fundamental basis upon which they could depend in making their lives a success and a blessing.

Not-with-standing, he was a minister of the gospel and intensely interested in the church life and its attendant activities, he was, nevertheless, equally interested in other phases of race growth and development.

Education had no greater friend and advocate than Rev. H. C. Cleaver. He served as teacher, trustee, and a strong advocate and promoter of educational facilities in keeping with the progressive demands of the people. A son and two daughters have consecrated their lives to the uplift and betterment of the race through their educational endeavors thereby fostering a cause loved and cherished by their sainted father.

As a citizen he contributed of his means and efforts in the establishment and building of most of the churches of the city. It was he who gave the lamented Rev. L. Reed, substantial encouragement and assistance in the erection of the first and oldest church in the city, Zion Hill First Baptist Church. In appreciation and recognition of this friendly and brotherly service, Rev. Reed, many years before his death, publicly requested that, his friend, Rev. H. C. Cleaver, have the last say over his remains, in the event he was the longest liver.

In the civic uplift and betterment of the people he was outspoken for law and order. The records will show that his entire life agreeably conformed to his policy. One of the first qualification of a good citizen, as he saw it, was to be law-abiding.

Socially, he was a firm believer and advocate of a system of morals that would magnify and illuminate those innate virtues of an individual to the extent that not only would the individual be intrinsically benefited but society as well.

As a citizen he had pronounced and decided attitudes toward the economic, industrial, and commercial development of the people. It was the height of his pleasure at all times to discuss with the people his ideas respecting these several phases of radical development. At the same time, unfolding and making plain his vision of a new race and a new day, in consequence of these developments.

He was a strict economist both in theory and practice. He favored the organization of Negro capital for the purpose of creating business enterprises to give employment to the men and women, boys and girls of the community. He did not live to see this idea utilized, but as true as the night follows the day, just as true will this idea be accepted and put into practice by the people among whom he lived and labored. The world-wide depression confirms the wisdom of his policy.

Rev. Cleaver is not dead; he sleeps, awaiting that great and final summons that will awake the dead in Christ and he with that innumerable host of saints who has gone on before, will go marching up the King's Highway, singing, shouting, and praising God in the highest.

—PEACE TO HIS ASHES

AIMS OR OBJECTIVES OF THE WOOD WORKING DEPARTMENT

T. H. Brittain, Instructor

(Continued from last issue)

The first of these, for want of a better term, we may designate as ideals. They are common to all teaching and to most courses of study, but they usually end in beautiful statements without conscious relation to subject-matter or teaching. They must be realized, if at all, through the development of character building elements, defined in inclusive terms as moral, mental, social, aesthetic and physical qualities. Attainment is primarily the result of how we teach, and only incidentally a result of what we teach. They are of necessity intangible, difficult of concrete expression, and difficult or impossible of measurement and evaluation. They are vastly important, the most important of the teacher's aims of accomplishment, and no lesson is complete that does not endeavor consciously to realize some of these ideals in the lives of pupils. They refer to abilities, aptitudes, and personal traits expressed in such terms as leadership, organizing ability; analysis, orderly procedure; power of visualization, imagination, originality, initiative; accuracy of thought and expression; self-reliance, judgement; patience, application, perseverance; neatness, accuracy, skill; artistic and industrial appreciation; just pride in accomplishment; spirit of cooperation and resulting obedience, punctuality, service, adaptability, tolerance, courtesy, consideration of others; interest in and respect for the home, school, community, thrift, and the like.

The second type of objectives we may designate as concerned with specific accomplishments. They deal with concrete things to be done or known. As objectives they are statements of specific accomplishments, expressed in terms of tools, materials, processes, and related information. They are fixed by the limitations of our courses of work. They are tangible, capable of concrete expression, and may be definitely measured and evaluated. They determine what we shall select for our subject-matter and how we shall teach it.

As defined by one author, they are statements, as objectives, of things that the pupil ought to know and be able to do as a result of his efforts. Relatively, they are second in importance.

A detailed statement of specific accomplishments of objectives must of necessity be developed upon the basis of major objectives, locality, time, and working conditions. The following is merely an outline of the things a pupil should know and be able to do as the results of a course in wood work. It is given as a type analysis, which may be revised and expanded to meet local conditions or the requirement of more advanced work:

1. Recognize and know the names and classifications of the principal tools used in wood-work.
2. Know how to care for, sharpen and adjust tools.
3. Know how to use the principal tools required for wood work.
4. Know certain fundamentals of wood work. Example (a) How to read simple working drawings. (b) How to plan a job. (c) How to

work from an instruction sheet. (d) How to estimate lumber. (e) How to work a piece of wood to thickness, width and length. (f) How to make various prints. (g) How to use glue. 5. Know how to use in their simpler application common wood finishes. 6. Know about certain materials used in wood work, how they are classified, and something of their manufacture and cost. Example: (a) Nails, (b) Screws, (c) Glue, (d) Sandpaper, (e) A limited number of kinds of wood, (f) Filler, stains, varnish, shellac, paint.

Of the two types of objectives the first will be achieved largely through methods of teaching; the second chiefly through the materials and processes required in the development of subject-matter. No element in the work of the teacher is more important than recognition of the close relationship between objectives, and subject-matter and methods. It means that he must focus attention upon development of elements of character and social relationships, as well as upon knowledge and skills, and that he must select his subject-matter and develop his methods with a definite knowledge that his work is so balanced as to give a justly proportioned emphasis to all of the elements set up in his statement of objectives.

COMMENCEMENT ADDRESS

(Continued from page 3)

It is great to live in an age like this and to be young is very heaven.

It is not my aim to fill you with a false optimism. Neither do I wish to discourage you. But I do not wish you to close your eyes to facts. All I am asking is that you try to relate these present facts to past facts and to future possibilities, that you get the proper perspective on the present age, see it as one small span in the great immensity of time, a very important span, however, but scarcely more important than many ages in the past, and it is my firm belief, to many that are to follow—"All that a brave man needs is a living faith in the order and sanity and purposiveness of the Universe. He renews his strength, for he believes that lying back of the world and life, there is something that he can call purpose. If we see this in history and touch it in experience, we can look steadily and clearly at all the facts." For the

"The old order changeth yielding place to new

God fulfills himself in many ways,

Lest one good custom should corrupt the world."

In our contemplation of existing conditions, let us slightly review the economic situation of our own country. If we begin with the nearest economic problem we shall consider the plight of the cotton farmer. Lewis F. Carr, a specialist in social conditions of the farmer and one time editor of *Country Life*, quotes from George Pattulo, the following, written in 1918: "There is no more distress, hardship, and privation among the people of Europe, in spite of the war and every attendant horror than is suffered annually by poor cotton-farmers in the United States." Conditions today among cotton farmers are far worse than in 1918. Cursed with the single crop idea, this year of unprecedented low

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COMMENCEMENT ADDRESS

(Continued from page 6)

prices in cotton has brought direct hardships to these farmers. Their blindness to the wisdom of growing their own food has multiplied their hardships. Tho they dwell in the midst of a garden of plenty, they too often live out of a tin can and a paper sack whenever they can get the price of its contents. Too often today you will find country people as hungry as the starving hoards of New York, Chicago or Philadelphia. Even prosperous farmers of time past find themselves without money and without credit. Thousands of farmers are losing their farms and farm implements into which they have put their life's savings. They are forced often to sell even their live stock at disgracefully low prices because they can not feed them.

I was told the other day that women laborers on farms are working for as little as 35 cents a day and living out of that and that men are working for as little as 50 cents a day. These are starvation wages, but when we compare even this with no wages at all, a condition under which millions of Americans are existing, we find a small margin of thankfulness for even this. It is true that prices are low, too low to enable one to live much above the beast.

But when we turn to the city dwellers we find conditions even worse, for many of the most intelligent are suffering hardships which they have never known before. Professional men who are dependent upon the working class are reduced in thousands of instances to dire want.

Business failures are multiplied and bank disasters tread upon each other's heels. The millionaires and the multi-millionaires have alike suffered collapse of their interests. The newspapers bring to us constantly accounts of momentous collapses of super corporations—The Kreuger Match Corporation, the Insull Company. Railroads in which the most far seeing business men have large investments, are tottering on the brink of ruin.

What shall we say of the tragic situation of the Negro business. When the economic structure of even the strongest and oldest business is tottering, it is to be expected that inexperience of Negro business men will suffer their share of failures.

As laborers, skilled and unskilled, the Negro is facing a difficult condition. Everywhere, north, south, east, west, he is meeting unprecedented competition even in work which he has long looked upon in his unthinking way as his by right of inheritance—bootblackening, hand laundry, and domestic service of all kinds in the South. When we read how Negro laborers of good reputation, acknowledged skill, trustworthy character, are being driven from their jobs by others who wish it, we begin to realize the terrible economic pressure by which our very existence is endangered. P. A. Bruce, in the *Rise of the New South*, says: "The vaster the growth of the Southern States in wealth and white population, the sharper and more urgent will be the black man's struggle for existence. In order to hold even his present position as a common laborer, he will have to exert himself to the utmost, and in doing so, he

will have to submit to a manner of life that will be even more unwholesome and squalid than the one he now follows and which is sure to lead to a great increase in the already high rate of mortality for his race. The day will come in the South just as it came long ago in the North, when for lack of skill, lack of sobriety, and lack of persistency, the Negro will find it more difficult to stand up against the white working man. The darkest days for the Southern whites have passed. The darkest days for the Southern blacks have only begun."

We are in a period of economic transition. The world is struggling to right itself again. We are in a new world—the world of the machine. Man, the creator, has become the creature to his own invention. And what have been the effects of this perversion? Man has become the victim of his own seeming progress. "There has hardly been a period in history when a larger proportion of lives were distraught with nervous haste, restless discontent. Scarcely in history has civilized man been more depressed and pessimistic than since the world war—to such perverted use have we put our inventions and achievements."

While I was in California last fall, I was told of a machine which was about to be perfected for picking cotton, a machine that can do the work of many men in a short space of time. I listened to the description with fear and trembling for I could see thousands of Negro cotton pickers driven away from even this poorly paid employment when ever this monster is let loose upon civilization.

The old order of social customs like that of economic customs is changing. "Old mores", says Finney, "are disintegrating as the result of new conditions, threatening the disintegration of the whole social fabric. Religion is in transition; the family is menaced; the aims of life are in doubt. Thus, at the very moment when we need to lift the hardest there is nothing to stand on." In this shifting from the old to the new it is vastly important that we act wisely. The magnitude of this readjustment is enormous. "If we can solve the problems of this great transition without conflict or delay, those who come after us will soon possess the promised land. But if we fail to solve them, there may be dark ages ahead; posterity may wander in the wilderness of conflict and misery, not forty years, but forty generations."

Who are the greatest sufferers in these strenuous times? The man lowest down in the economic scale, the Negro. These are facts, actual conditions which we face every day. When physical necessities become so pressing that men often lose sight of the intellectual and the spiritual, they begin to feel that fate has dealt unfairly with them and become bitter or revengeful. Many slip into crime unthought of before. The Negro in this country has been peculiarly patriotic, law abiding, loyal to the principles of our American Government. He has not engaged in major crimes to any great extent.

There is untold suffering among thousands of Negroes in all large cities. More than 30,000 Negro families are being cared for by Welfare agencies in New

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COMMENCEMENT ADDRESS

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York City alone. The fact that the Negro earns much smaller wages when he works, largely because he, for the most part, is unskilled, left him upon the public very soon after having lost his job. He could not hold his own against the competition of skilled white workers. Negro business like that of the white man has felt the staggering effects of the economic crash. Some of the best banks which have weathered many storms have gone down before continuous crumbling at the very foundations of our economic life. With the downfall of these banks have gone the hope of many of our people who had saved by investment for the rainy day. With the bank crashes have followed many of our small businesses. Thousands of homes have been lost. Thousands of students could not return to school, thousands of those who managed to get to college have been forced to leave before the year was half over. No funds and nowhere to get funds.

But this is not the entire picture of present conditions. There are hundreds of thousands of Negroes who have been fortunate to survive the terrible crash, to contribute largely to the Red Cross, to the Community Chests, to Churches, schools and all other charitable causes. Two Negro men in Houston gave \$1,000 each toward the Wiley endowment fund, last year. One prosperous physician in Dallas contributed \$10,000 to the Y. M. C. A. fund. These men are near us, Texans. Other businesses are slowly but surely forging to the front among Negroes. It is the duty of every prosperous Negro to help some worthy cause of worthy student to get an education.

Negroes are still buying and improving their homes. They are still sending their children to college, even if they have to cut down many luxuries or even the necessities to which they have become accustomed. Slowly but surely Negroes are coming to see and appreciate the fact that they must create a business life of their own, must train their boys and girls to occupy places of honor, trust, and responsibility in these businesses if they ever hope to become a factor of importance in American business life.

Let us look for a few moments at the intellectual condition of the race. In 1927-28 there were 3,500,000 Negroes in the public schools of the South. The attendance upon colleges and universities has steadily increased. A few years ago a college graduate was a rare thing among our people, but today we count ours Masters of Arts, Doctors of Medicine, Doctors of Divinity, Doctors of Philosophy by the hundreds, men and women trained in the best universities of this country and of England, France and Germany. These degrees were not bought with dollars and cents, but granted as the reward of intellectual accomplishment. We point with pride to Dubois, Carter G. Woodson, Carver, Mordecai Johnson, Kelly Miller, Booker T. Washington, Robert Moton, Rhoads of Bishop, Dogan, King, Gandy and your beloved Principal W. R. Banks, and with no less pride to Miss Bethune, Mrs. Charlotte Hawkins Brown, Miss Nannie H. Burroughs, Dr. Georgiana Simpson and hundreds of other noble men and women who stand as beacon

lights pointing the way to a larger intelligence and a fuller life of freedom and achievement. These men and women have achieved against great odds, difficulties far greater than the young people of this age have to face. There were in their youth no great educational foundations such as the General Education Board, Smith-Hughes Fund, Rosenwald Fund, Smith-Lever Fund, to make possible such buildings as are being constructed in almost every community for Negroes; Rosenwald schools now dot the South and have done more for the elevation of the Negro Education directly and indirectly, than any other single agency. The General Education Board has come to the rescue of nearly every Negro School in the country. Wiley, Prairie View, Fisk, Howard, and a host of other colleges have had new life breathed into them by the generosity of this fund. Other colleges have been inspired and helped in smaller ways by donations to libraries, scholarships to students and to faculty members.

And we must not forget to honor the name and work of the American Missionary Association, the pioneer in Negro education. Hampton Institute, in Hampton, Virginia; Atlanta University, in Atlanta, Georgia; Fisk University, in Nashville, Tenn.; Talladega College, in Talladega, Ala.; Straight University, in New Orleans; Tougaloo College, in Tougaloo, Miss.; Tillotson College, in Austin, Texas, and many others are the creations of this Christian organization which has always had as its motto: "Service to man kind in leading all classes and races into the light of God's illuminating intelligence."

Thinking of our future from an economic standpoint it is very evident to all who thoughtfully study conditions that we must develop a greater spirit of thrift. We must stop buying cheap finery, old cars, or new ones for that matter when we cannot afford it. We must budget our meager funds and live within our means, remembering always to save some small part of our small income. These strenuous times should teach us this lesson if we have never learned it before. The rainy day is here as never before. Those who have been frugal like the ant are not experiencing the hardest of these evil times. But the unfortunate ones who by bad management, bad fortune, bad health, or bad investment are among the millions of sufferers.

(To be continued in next issue)

PROF. J. H. RICHARDS PASSES

The Standard takes note of the passing of Prof. J. H. Richards with sorrow. He made his way on up through school and was a graduate from Prairie View State College after years of privations and struggles.

At the time of his death he was principal of the Sam Schwarz Training School, where he had served for three or four years. Prof. Richards also taught other schools in the state, including Austin county, and will be sorely missed by acquaintances, friends and relatives.

In the bereavements of acquaintances and kindred the Standard offers condolence.